

CAROLINA FOREST MIDDLE

700 Gardner Lacy Road
Myrtle Beach, SC 29579

GRADES 6-8 Middle School

ENROLLMENT 1,057 Students

PRINCIPAL Wendell G. Shealy 843-903-7540

SUPERINTENDENT Gerrita Postlewait 843-488-6700

BOARD CHAIR Will Garland 843-358-8002

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Middle Schools with Students like Ours

Excellent
0

Good
16

Average
25

Below Average
6

Unsatisfactory
0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

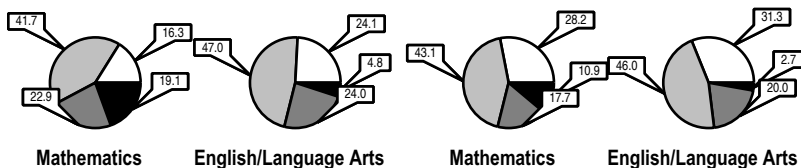
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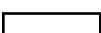
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	65	253	156
Percent satisfied with learning environment	81.3%	75.5%	75.8%
Percent satisfied with social and physical environment	87.1%	74.7%	56.6%
Percent satisfied with home-school relations	64.1%	82.1%	69.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	1,051	98.0	24.1	47.0	24.0	4.8	28.9	17.6
Gender								
Male	535	97.2	33.2	47.1	17.4	2.4	19.7	17.6
Female	517	98.6	15.3	46.9	30.6	7.2	37.8	17.6
Racial/Ethnic Group								
White	818	97.9	19.3	47.3	27.6	5.7	33.4	17.6
African-American	184	98.4	42.3	48.5	8.6	0.6	9.2	17.6
Asian/Pacific Islander	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	31	96.8	56.5	26.1	13.0	4.3	17.4	17.6
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	910	98.4	21.4	46.0	27.1	5.5	32.6	17.6
Disabled	142	95.1	42.9	53.8	3.4	N/A	3.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	1,052	97.9	24.1	47.0	24.0	4.8	28.9	17.6
English Proficiency								
Limited English proficient	12	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	1,040	97.9	23.6	47.3	24.2	4.9	29.1	17.6
Socio-Economic Status								
Subsidized meals	514	96.7	30.9	50.6	17.4	1.1	18.5	17.6
Full-pay meals	524	99.6	18.2	43.8	29.9	8.1	38.0	17.6

Mathematics								
All students	1,051	98.9	16.3	41.7	22.9	19.1	42.0	15.5
Gender								
Male	535	98.1	17.8	41.2	23.0	18.0	41.0	15.5
Female	517	99.4	14.8	42.2	22.8	20.3	43.0	15.5
Racial/Ethnic Group								
White	818	98.8	10.4	42.0	25.3	22.2	47.6	15.5
African-American	184	99.5	40.9	40.9	12.8	5.5	18.3	15.5
Asian/Pacific Islander	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	31	96.8	34.8	43.5	21.7	N/A	21.7	15.5
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	910	99.2	13.2	40.1	25.2	21.5	46.7	15.5
Disabled	142	95.8	37.5	52.5	6.7	3.3	10.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	1,052	98.8	16.3	41.7	22.9	19.1	42.0	15.5
English Proficiency								
Limited English proficient	12	91.7	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	1,040	98.8	15.9	41.8	23.0	19.3	42.3	15.5
Socio-Economic Status								
Subsidized meals	514	98.1	26.0	42.0	21.2	10.8	32.1	15.5
Full-pay meals	524	99.6	7.6	41.4	24.3	26.6	50.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	300	N/A	16.2	44.6	28.7	10.5	39.2
	Grade 7	273	N/A	17.7	46.1	33.2	3.0	36.2
	Grade 8	253	N/A	22.4	40.0	28.0	9.6	37.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	385	98.2	30.3	35.6	24.9	9.2	34.1
	Grade 7	368	97.3	19.9	55.0	22.7	2.5	25.2
	Grade 8	299	98.3	21.6	51.6	24.5	2.2	26.7

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	300	N/A	15.5	40.1	26.9	17.5	44.4
	Grade 7	273	N/A	24.7	37.3	15.9	22.1	38.0
	Grade 8	253	N/A	25.2	41.6	19.6	13.6	33.2
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	385	98.7	15.5	35.7	24.6	24.3	48.8
	Grade 7	368	98.9	13.3	41.7	25.3	19.8	45.1
	Grade 8	299	98.7	20.8	49.3	17.9	12.0	29.9

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,057)				
Students enrolled in high school credit courses (grades 7 & 8)	34.9%	Down from 35.4%	15.6%	14.4%
Retention rate	2.3%	Down from 3.4%	2.3%	2.3%
Attendance rate	95.1%	Down from 95.9%	95.4%	95.2%
Eligible for gifted and talented	19.3%	Up from 16.0%	17.0%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.8%	Down from 14.7%	15.1%	14.1%
Older than usual for grade	2.2%	Down from 2.3%	4.8%	4.9%
Suspended or expelled	2.1%	Down from 3.2%	1.4%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 62)				
Teachers with advanced degrees	43.5%	Down from 45.0%	47.3%	47.1%
Continuing contract teachers	80.6%	Up from 80.0%	85.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.3%	Up from 85.3%	86.4%	84.3%
Teacher attendance rate	94.1%	Down from 95.4%	95.2%	95.0%
Average teacher salary	\$40,743	Down 2.8%	\$40,142	\$39,924
Prof. development days/teacher	12.3 days	Down from 14.4 days	10.5 days	10.7 days

School				
Principal's years at school	6.0	No change	3.0	3.0
Student-teacher ratio	27.1 to 1	Up from 24.1 to 1	21.7 to 1	21.0 to 1
Prime instructional time	88.4%	Down from 90.5%	89.0%	88.9%
Dollars spent per pupil*	\$5,677	Up 12.1%	\$5,662	\$5,854
Percent spent on teacher salaries*	63.6%	Down from 65.6%	62.2%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	98.5%	Up from 91.1%	94.5%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our school is located in the rapidly developing Carolina Forest area of Horry County and has approximately 1065 students with over 60 staff members. We are a part of the geographically largest attendance area in the Horry County Schools' system.

The performance of our students on the spring 2002 PACT showed improvements in all areas of English language arts and math over the previous year's performance. We implemented the following areas of our School Improvement Plan during the 2002-2003 school year:

1. Recognizing that children who read daily do better in school, we continued to provide 100 minutes of self-selected reading time in our students' weekly schedules.
2. We identified students who were not being successful in school, according to PACT scores and daily school progress, and assigned mentors who met regularly with the students to monitor their progress.
3. Individual teachers analyzed the progress of their students on PACT over a two year period and devised plans to improve their instruction; teacher teams developed their own PACT report cards to determine areas in which their students would need to make improvements.
4. An academic assistance class was added to offer additional instruction assistance for those students who did not meet standard on PACT.
5. Teachers regularly used tests (called benchmark tests) based on math and language arts standards to assess student achievement levels, monitor student progress, and adjust classroom instruction.
6. Our after-school tutoring program was available on Wednesdays and Thursdays for students who had not met State standard on PACT. Transportation was provided.
7. Student achievement results were used to determine the content of our teachers' professional development program.

The challenges we face as we continuously strive to see that all of our children meet and exceed State standards include:

1. adjusting classroom instruction to meet the needs of a very diverse student population;
2. increasing the involvement of parents in the education of their children;
3. motivating our middle-school-age children to strive to do well academically when their interests often drift away from academics at this age level; and
4. training teachers in the teaching of the State standards and the accurate and continuous assessment of student progress in the mastery of those standards.

Through the work of teachers, students, and parents, we will continue to strengthen our instructional program to ensure the success of all of our students.

Wendell Shealy, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.